

## Unit Outline

### INDS1000 Introduction to Indigenous Australians Semester 2, 2022

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<b>Unit study package code:</b>	INDS1000
<b>Mode of study:</b>	Internal
<b>Tuition pattern summary:</b>	Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.  Lecture: 1 x 1 Hours Weekly Tutorial: 1 x 2 Hours Weekly  This unit does not have a fieldwork component.
<b>Credit Value:</b>	25.0
<b>Pre-requisite units:</b>	Nil
<b>Co-requisite units:</b>	Nil
<b>Anti-requisite units:</b>	302330 (v.0) Australian Studies 222 or any previous version
<b>Result type:</b>	Grade/Mark
<b>Approved incidental fees:</b>	Information about approved incidental fees can be obtained from our website. Visit <a href="https://fees.curtin.edu.au/incidental_fees.cfm">fees.curtin.edu.au/incidental_fees.cfm</a> for details.
<b>Unit coordinator:</b>	<b>Title:</b> Mr <b>Name:</b> Max Jackson <b>Phone:</b> 08 92667444 <b>Email:</b> max.jackson@curtin.edu.au <b>Location:</b> Building: 211 - Room: 201 <b>Consultation times:</b> 9am - 3pm Mon-Thur, By Appointment
<b>Teaching Staff:</b>	<b>Name:</b> Max Jackson <b>Phone:</b> 08 92667444 <b>Email:</b> max.jackson@curtin.edu.au <b>Location:</b> Building: 211 - Room: 201
<b>Administrative contact:</b>	<b>Name:</b> Teaching Support Administrator <b>Phone:</b> 0802662266 <b>Email:</b> CAS-TSAenquiries@curtin.edu.au <b>Location:</b> Building: 211 - Room: Reception
<b>Learning Management System:</b>	<a href="https://lms.curtin.edu.au">Blackboard</a> (lms.curtin.edu.au)

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### Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The [Centre for Aboriginal Studies](#) aspires to contribute to positive social change for Indigenous Australians through higher education and research.

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## Coronavirus (COVID-19) Update

Curtin University is committed to supporting all our students and staff whether they are on campus, working remotely or overseas. Your health, safety and wellbeing are our priority and the continuing COVID-19 pandemic may require changes to the unit schedule, learning activities, delivery modes and assessment to provide flexible and safe options to our community. Curtin will endeavour to keep changes and disruptions to a minimum at all times. For current advice and further information visit <https://www.curtin.edu.au/novel-coronavirus/>.

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## Syllabus

Introduction to the cultural, historical and social conditions and major issues which have shaped and continue to shape the lives of Indigenous people in Australia, including Aboriginal and Torres Strait Islander identity, culture, diversity and worldview; pre and post colonization in Australia; Indigenous achievement and reconciliation.

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## Introduction

**INDS1000 'Introduction to Indigenous Australians'** introduces students to an overview of the cultural, historical, and social conditions of Aboriginal and Torres Strait Islander people of Australia, by exploring specific practices, situations and events which have shaped and continue to shape their lives. Several core themes are covered from the perspectives of Aboriginal and Torres Strait Islander people including:

1. The dynamic and enduring nature of identity and diversity in Aboriginal and Torres Strait Islander cultures.
2. Aboriginal and Torres Strait Islander histories and experiences such as frontier conflict and resistance, the dispossession of land and resources.
3. What impacted Aboriginal and Torres Strait Islander cultures. How colonial policies influenced inter-generational disadvantage.
4. Cultural continuity, renewal and revival.
5. Early struggles for human rights to ensure Aboriginal and Torres Strait Islander peoples' ongoing longevity, wellbeing, and growth.
6. The foundation of Recognition, Relationships and Reconciliation.









These themes will be presented by a diverse range of Aboriginal and Torres Strait Islander academics and community members providing students with a range of voices, perspectives, and experiences. It is hoped that students will utilise this understanding to effect more congenial and productive relations with Aboriginal and Torres Strait Islander people in the community, within their future studies and within the spheres of their chosen professions.

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## Unit Learning Outcomes

All graduates of Curtin University achieve a set of six Graduate Capabilities during their course of study. These inform an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and capabilities which employers would value in a professional setting. Each unit in your course addresses the Graduate Capabilities through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes notify you of what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your knowledge of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of learning processes in each unit.

On successful completion of this unit students can:		Graduate Capabilities addressed
1	Identify the key components of traditional Aboriginal and Torres Strait Islander culture and identity	 
2	Describe Aboriginal and Torres Strait Islander worldview and contrast with a dominant worldview	  
3	Analyse responses adopted by Australian Aboriginal people, Torres Strait Islanders and non-Indigenous people to colonisation	  

### Curtin's Graduate Capabilities

	Apply discipline knowledge, principles and concepts		Innovative, creative and entrepreneurial		Effective communicators with digital competency
	Globally engaged and responsive		Culturally competent to engage respectfully with local First Peoples and other diverse cultures		Industry connected and career capable

Find out more about Curtin's Graduate Capabilities at the Learning Innovation and Teaching Excellence Centre (LITEC) website: [litec.curtin.edu.au](http://litec.curtin.edu.au)

## Learning Activities

**INDS1000 Introduction to Indigenous Australians** will develop student understanding of Aboriginal and Torres Strait Islander perspectives, identity and cultures which is a critical element for many current workplaces. To this end, the unit will attempt to source Aboriginal and Torres Strait Islander speakers that will bring to life the issues they see as valuable to your learning and development within an Aboriginal and Torres Strait Islander context. Similarly, readings, audio visual and artistic resources become the foundation upon which you will enhance a greater recognition and appreciation of Aboriginal and Torres Strait Islander perspectives, knowledge and histories. The Unit incorporates a variety of interactive learning opportunities in the lectures and tutorial discussions. A feature of these is the emphasis they place on informed discussion that is self-reflection and analysis based. That is, the unit is concerned with Aboriginal and Torres Strait Islander history, knowledge and cultures while challenging you to reflect on how you perceive the material being presented and the impact it has on you. The Assessment tasks will provide the opportunity for you to articulate this experience and to demonstrate your understanding.

## Learning Resources

### Library Reading List

The Reading List for this unit can be accessed through Blackboard.

### Other resources

There are essential readings for this unit available in Blackboard (BB) under the "readings list" tab and within each Learning Module. You will be able to choose which texts you use for the minimum readings/views for the assessments. You have access to a diverse range of additional historical and current resources to choose from through the BB Reading List for this unit. These are arranged into weekly topics. Blackboard "Learning Modules" folders also contain additional resources for students to expand their knowledge. Your assessments will require you to reference a minimum number of these readings and resources in your work.

Students are also strongly encouraged to engage Indigenous Australian perspectives on current issues through a range of media including Indigenous Australian television, newspapers, theatre, art, dance, radio and film.

## Assessment

### Assessment policy exemptions

- There are no exemptions to the assessment policy

### Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?*	Assessment Extensions Considered?*
1	Tutorial Presentation	25%	<b>Week:</b> Week 7 <b>Day:</b> Monday 5th September 2022 <b>Time:</b> 23.59pm WST	1,2	Yes	Yes
2	Research Essay	35%	<b>Week:</b> Week 10 <b>Day:</b> Monday 26th September <b>Time:</b> 23:59pm WST	1,3	Yes	Yes
3	Reflective Journal	40%	<b>Week:</b> Week 12 <b>Day:</b> Monday 10th October <b>Time:</b> 23:59pm WST	1,2,3	Yes	Yes

\*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

### Detailed information on assessment tasks

#### 1. PowerPoint Electronic Presentation (PPT): Total mark 25%

Examine and present on one of the following topics delivered in lectures and tutorials from weeks 2-6.

Students will present on the one that aligns most to their future discipline or intended professional practice

These topics are:

- Indigenous Australian Diversity, Cultures and Identity
- Indigenous Australian Spirituality, Healing and Health
- Indigenous Wisdom, Communication and Artifacts
- First Contact and Frontier Wars
- Early Cross-Cultural Relationships; a Foundation to Reconciliation

Present a PPT on one of the above options using relevant resources. Higher marking opportunity can be gained by introducing as many as possible modules covered in weeks 2 – 6 and resourced supported discussion containing strong truth telling to confront standard narratives.

- Students will need to provide a total of 7-10 content related slides (Not including non content pages such as title or reference page) and no more than 11 minutes (+/- 10%) of recorded audio embedded in the PowerPoint Presentation (PPT) to the content. Marking will only be applied to the first 12 mins of content slides.
- The presentation should directly link one content slide and discussion relevant to your discipline or intended professional practice and the learnings.
- You are required to incorporate at least 2 of the supplied readings/resources and at least 4 additional resources (A minimum of 6). Sourcing and applying at least two Indigenous authors to support an Indigenous perspective will enhance higher marking. Minimum of 6 resources required for pass marking.
- The presentation recording should be no longer than 13 minutes maximum. Include name/student number as well as the topic heading and date on the first slide. List the references/resources used on the last slide.

- Assessment marking criteria is based on the content, process, tools that support audience engagement and scholarship. You will be marked on the degree and depth of research, oral presentation and PPT. Understand the Unit Outline, Blackboard and rubric for total marking direction.

*Pay attention in lectures as appropriate cultural protocols will need to be displayed. Acknowledgements, warning, and terminology must be applied with accuracy.*

All students must submit their work using the instructions below before or on the due date to activate marking options. Keep an electronic copy of the PPT and the submission receipt.

**Submission: For this assignment the work will need to be submitted in 2 parts:**

1. Submit or record the presentation as a video file to Echo360. Copy the link and go to part 2.
2. A word file that contains
  - a cover sheet of the presentation
  - the script (Verbatim with references) for your presentation
  - Access through a link to your Echo360 presentation

This word file must be submitted through the relevant Turnitin submission portal to initiate marking.

Instructions will be on the relevant units Blackboard under Assessment Details

**2. Assessment 2 - Research Essay 35% 1250 words +/- 10%**

The assessment contains two parts that needs addressing

**Task:** Research one presented significant Indigenous Australian and provide a well researched account on their background and relevance to their Indigenous communities. Align this to a at least 3 modules delivered in class. I have provided examples, but you can choose other significant Indigenous Australians whose individual efforts were active pre 1920's. Relate their life to the modules as a way to incorporate and evidence knowledge of the learning in this unit. In your discussion you may separate the requirements or overlap the choices within the same areas of writing. What needs to be clear in the writing is how the chosen Indigenous person and the modules strongly relate.

- Fanny Balbuk (Early Cross-Cultural Relationships.....Indigenous Australian Diversity, Cultures and Identity.....Early Colonial /State policies and legislation.....)
- Yagan (Early Cross-Cultural Relationships.....Indigenous Australian Diversity, Cultures and Identity.....First Contact and Frontier Wars.....)
- Bungaree
- Truganini
- Jandamarra
- Tommy Windich

Information that will assist the personal capture may come from their cultural biography such as language group, Indigenous family/community history and the significance of their actions.

Relating this to their actions and practices such as protection of, community and other aspects of living as an Indigenous person in their times. Some relevant key words to link these requirements would be

**Connection/Self Determination/ Social Justice/ Culture and Identity/ Inclusivity/ Racism/ Resilience/Truth Telling/Reconciliation.**

Capturing how their actions influenced outcomes as agents for positive social and cultural change will support strong marks. Also strong research, discussion and analysis of how they embraced or applied cross cultural relationships and their resilience to tackle challenges and issues. This can be achieved by applying learnings from the topics and information discussed in lectures, tutorials, resources in Blackboard and from the units reading list. At least 4 relevant **references** from provided readings and three additional readings should be applied. Of these at least 2 Indigenous references are required to support a balanced outcome. Relevant references will be highlighted in the reading list and Blackboard.

**3. Critical Reflective Journal 40% 1500 words (300 words per section) +/-15%**

**Description:** Critically reflect on your study journey that details your level of knowledge and understanding

of Indigenous Australians. Include an introduction that details your initial thinking and experiences; then focusing on the 3 topics from weeks 8, 9 and 11 to display and discuss personal development of relevant learning of Indigenous, perspectives and ways of knowing, doing and being; and then conclude with changes to your mindset regarding Indigenous people and their culture and how you will apply this in the future. A minimum of nine (9) unit references are required of which six (5) must be from the list of provided readings/viewings for this unit. These should not include websites and at least 2 Indigenous references are required to support a more balanced outcome. These references will be highlighted in the reading list and Blackboard.

**Task:**

**Maintaining weekly notes or a journal from the teaching semester i.e. Lectures /Tutorials (especially 8, 9 and 11) and Resources, will provide the most benefit for this activity.**

While using personal content to support contexts for a discussion and analysis of your own learning in this unit, this is a **critical** reflection so the reflection needs to have some alignment to resources. Regarding the three (3) topics, it is important to reflect on how this learning has impacted on you and your perceptions of Indigenous Australian cultures, histories and knowledge's so brave discussion allows for the highest marking. Avoid comprehensive description of historical and social facts, issues and events that limit your connection to substantiate critical reflection, discussion and analysis. If you do not understand what Critical Reflection is, please refer to the resources or links below.

**Resources to assist - (search "critical reflection" OR "reflective academic writing" to source other online resources)**

- Reflective types - <https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper>
- How and what to capture with reflection - <https://www.acecqa.gov.au/sites/default/files/2019-07/WHAT%20IS%20CRITICAL%20REFLECTION%20-%20NO%20EDITS.pdf>
- Cross culturally relevant ways to reflect - <https://www.griffith.edu.au/griffith-health/first-peoples-health-unit/e-learning-initiative/reflection>

***Refer to the assessment rubrics for further details on the marking criteria for all assessments***

**Pass requirements**

Students must complete and submit all components of all assignments. Students must achieve a Final Mark 50% grade or higher to pass this unit.

A deduction of 5% on the first day late and followed by 10% per day will apply for late submissions until a '0' mark is attained.

Unless circumstances have prevented this or/and contact has been made with the Coordinator. Assessments submitted without an approved extension later than 7 days past the submission date will not be assessed and a '0' mark will be recorded in the Grade Centre.

## Assessment Moderation

### Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that students work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the Assessment and Student Progression Manual, available from [policies.curtin.edu.au/findapolicy/](https://policies.curtin.edu.au/findapolicy/)

### Pre-marking moderation

Peer review of the assessment design for constructive alignment;  
Consultative development of marking guide/rubric;

### Intra-marking / Post-marking moderation

Calibration of markers on a small sample of assessments prior to marking the rest;  
Moderation of a sample of student work near grade boundaries;

### Late assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

### Assessment extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at <https://students.curtin.edu.au/essentials/forms-documents/forms/> and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation [via the online form](#).
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

### Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

### Further assessment

Further assessment is not available in this unit.

### Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A [Curtin Access Plan](#) (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from [AccessAbility Services](#).

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP please provide it to the Unit Coordinator in week 1 of each study period.

### Referencing style

The referencing style for this unit is APA 7th Ed.

More information can be found on this style from the Library web site: <https://libguides.library.curtin.edu.au/uniskills/referencing/apa7>.



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## Privacy

As part of a learning or assessment activity, or class participation, your image or voice may be recorded or transmitted by equipment and systems operated by Curtin University. Transmission may be to other venues on campus or to others both in Australia and overseas.

Your image or voice may also be recorded by students on personal equipment for individual or group study or assessment purposes. Such recordings may not be reproduced or uploaded to a publicly accessible web environment. If you wish to make such recordings for study purposes as a courtesy you should always seek the permission of those who are impacted by the recording.

Recording of classes or course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than personal study for the enrolled students in the unit. Breach of this may subject a student to disciplinary action under Statute No 10 – Student Disciplinary Statute.

If you wish to discuss this please talk to your Unit Coordinator.

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## Copyright

The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites without the express written consent of Curtin University.

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## Academic Integrity (including plagiarism and cheating)

### Academic Integrity

Curtin's [Student Charter](#), [Academic Integrity Program \(AIP\)](#), and core [Values](#) guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the [Academic Integrity Website](#).

### Academic Integrity Warnings

An [Academic Integrity Warning](#) may be issued to a student in limited circumstances and only where misconduct is not involved.

### Academic Misconduct

Staff members are required to report [poor academic practice](#) and suspected misconduct. [Academic Misconduct](#) means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. [Contract cheating](#), the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, and assignment help websites also may be considered academic misconduct. The longer term personal, social, and financial consequences of misconduct can be severe, so please ask for help if you are unsure.

If your work is the subject of an inquiry, you will be given an opportunity to respond and appropriate support will be provided. Academic work under inquiry will not be graded until the process has concluded. Penalties for misconduct may include a warning, a reduced or nil grade, a requirement to repeat the assessment, an annulled grade (ANN) or termination from the course. For more information refer to [Statute No.10 Student Discipline and Academic Misconduct Rules](#).

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## Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

Tutorial Presentations require powerpoint or other technologically generated presentation tools and/or software. Due to COVID restricting future classroom access there **may** also be a need to provide an electronic recording of interactive assessments. These assessments provided by the student must use software with compatibility with Curtin University technological/computer provisions.

Lost USB and computer glitches are not generally accepted as a reason for extensions. TurnItIn and other glitches supported by strong evidence i.e. submission receipts, may be accepted as reasons for extensions.

For general ICT assistance, in the first instance please contact OASIS Student Support:

[oasisapps.curtin.edu.au/help/general/support.cfm](https://oasisapps.curtin.edu.au/help/general/support.cfm)

For specific assistance with any of the items listed below, please contact The Learning Centre:

[life.curtin.edu.au/learning-support/learning\\_centre.htm](https://life.curtin.edu.au/learning-support/learning_centre.htm)

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

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## Additional information

### Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

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## Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all of the above is available through the University's "Student Rights and Responsibilities" website at: [students.curtin.edu.au/rights](https://students.curtin.edu.au/rights).

Note: In Australia and other jurisdictions, students are required to complete a screening check prior to undertaking any activities that include children (e.g. surveying children at a school as part of a project). If this applies to you, start by contacting your unit coordinator for advice.

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## Student Equity

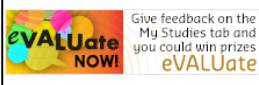
There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant caring responsibilities, pregnancy, religious practices, living in a remote location, or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact the appropriate service below. It is important to note that the staff of the University may not be able to meet your needs if they are not informed of your individual circumstances, so please get in touch with the appropriate service if you require assistance.

To discuss your needs in relation to:

- Disability or medical conditions, contact AccessAbility Services: <https://students.curtin.edu.au/personal-support/disability/>
- Elite athletes, contact Elite Athlete Coordinator: <https://stadium.curtin.edu.au/sport/academy/elite-athlete-program/>
- All other grounds, contact the Student Wellbeing Advisory Service: <https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/>

## Recent unit changes

Students are encouraged to provide unit feedback through **eVALUate**, Curtin's online student feedback system. For more information about **eVALUate**, please refer to [evaluate.curtin.edu.au/info/](https://evaluate.curtin.edu.au/info/).

	<p>To view previous student feedback about this unit, search for the Unit Summary Report at <a href="https://evaluate.curtin.edu.au/student/unit_search.cfm">https://evaluate.curtin.edu.au/student/unit_search.cfm</a>. See <a href="https://evaluate.curtin.edu.au/info/dates.cfm">https://evaluate.curtin.edu.au/info/dates.cfm</a> to find out when you can <b>eVALUate</b> this unit.</p>
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Recent changes to this unit include:

This unit has been reviewed in association with Curtin Evaluate student feedback. Recent changes to this unit include: Other minimal changes are in accordance with student feedback. Your ongoing evaluation is important to maintaining a high quality and significant unit.

## Program calendar

Week	Week Date	Lecture/Seminar	Pre-readings	Tutorial/Other	Tasks
0	18 Jul	<b>Orientation Week</b>	Watch pre unit resource 'Maralinga Tjarutja' found in the Blackboard menu		
1.	25 Jul	<b>Who are the First Australians</b>	Refer Blackboard/Reading List/	<b>Who are the First Australians</b> - Diversity, Protocols, Acknowledgement Welcome and Introductions?	
2.	1 Aug	<b>Indigenous Australian Diversity, Cultures and Identity</b>		<b>Indigenous Australian Diversity, Cultures and Identity</b> - Unpacking Indigenous identity and ways of being in the world. Indigenous practices that support beliefs. What are their core values and cultural beliefs? Developing understanding of some of the key aspects of Indigenous culture and Identity?	
3.	8 Aug	<b>Indigenous Australian Spirituality, Healing and Health</b>		<b>Indigenous Australian Spirituality, Healing and Health</b> - What is the relationship between Indigenous spirituality and wellbeing. Discuss the social determinants for Aboriginal and Torres Strait Islander wellbeing? Provide at least four examples Indigenous healing practices to compare them to western health practices and systems. Discuss early health practices which damaged spirituality and healing? Provide your own ideas and suggestions of how Indigenous spirituality and healing impact health outcomes .	
4.	15 Aug	<b>Indigenous Wisdom, Communication and Artifacts</b>		<b>Indigenous Wisdom, Communication and Artifacts</b> - How does Wisdom impact Expertise? Discuss how Indigenous family and respect structures support Indigenous knowledge systems. What are some of the potential benefits and pitfalls associated with the use of traditional Indigenous communication in current societies? How does art, and cultural expression impact on how Indigenous Australians communicate with non Aboriginal people? How does music, art and other forms of media enhance Indigenous Australian people aspirations?	

5.	22 Aug	<b>First Contact and Frontier Wars</b>		<b>First Contact and Frontier Wars</b> - What are the 'History Wars'? Provide information of Indigenous resistance fighters. Can we consider Australia's foundational history as one of Invasion and War? How does this view of history compare with that of colonisation and settlement? ,Explore the issues of discussing the celebration of Australia Day.	
6.	29 Aug	<b>Early Cross-Cultural Relationships; a Foundation to Reconciliation</b>		<b>Early Cross-Cultural Relationships; a Foundation to Reconciliation</b> - Discuss 2 different relationships of early cross cultural engagement and provide a brief biography of those involved. Provide context if these were productive or damaged cross cultural relationship opportunity. Explore the power structure of these relationships. Explain how these relationships and those who played roles structured current reconciliation.	
7	5 Sept	<b>Study Week</b>			<b>INDS1000 Assessment 1 - Presentation</b>
8.	12 Sept	<b>Early Colonial /State policies and legislation which impacted Indigenous Australian positioning</b>		<b>Early Colonial /State policies and legislation which impacted Indigenous Australian positioning</b> - What are the 5 critical themes of colonial and State Government legislation that affected the lives of Aboriginal peoples in Australia since invasion and settlement. Discuss the policy eras and legislation that impacted Aboriginal people in Western Australia? Give an overview of the concept of the "Aboriginal Question" and so called "protectionist" policies. Detail the government policies that most impacted the lives of Indigenous Australian families.	
9.	19 Sept	<b>The 1905 Act – Impacting all Australians</b>		<b>The 1905 Act – Impacting all Australians</b> Describe the precursors and personal, social and cultural costs of the forced removal of Indigenous Australian people from their lands and children from their families. How did this act impact Indigenous Australians and Australian society as a whole? Provide context how this acts still impacts you and your environment.	
10.	26 Sept	<b>Overview of Torres Strait Island cultures and values</b>		<b>Overview of Torres Strait Island cultures and values</b> - What are some of the key aspects of Torres Strait Islander cultures and histories? Explore the similarities and differences between Aboriginal and Torres Strait Island peoples. Discuss the idea of Torres Strait Island peoples being a minority within a minority. Discuss Mabos impact on the Indigenous Australian community.	<b>INDS1000 Assessment 2 - Research Essay</b>

11.	3 Oct	<b>Customary Indigenous Governance and Self Determination</b>		<b>Customary Indigenous Governance and Self Determination</b> -How does Indigenous governance differ from government? How does cultural governance support self-determination? Discuss self-management and Indigenous community.	
12.	10 Oct	<b>Initial Impacts of Dual Worlds</b>		<b>Initial Impacts of Dual Worlds</b> - Define what attributes created differences with early cross cultural relationships. Identify the values of the groups and how these aligned and conflicted when compared. Explain how cross cultural needs were managed in early relationships between colonisers and the local Indigenous groups. Explore what were the critical actions by colonisation that disempowered Indigenous groups and their culture during colonisation.	<b>INDS1000 Assessment 3- Reflective Journal</b>
13.	17 Oct	<b>Unit Review</b>		<b>Unit Review/Reflection and Revision of student experience and discussion (industry practice, future roles).</b>	
14.	24 Oct	<b>Study Week</b>			
15/16.	31 Oct	<b>Examinations</b>			